

The Renaissance

Learning objectives

Explain how politics and economics shaped the Renaissance.

Identify the new ideas associated with the Renaissance.

Analyze how art reflected new Renaissance.

Discuss the key social hierarchies in Renaissance Europe.

Trace the evolution of nation-states in this period.

12-1 p. 356-362 Wealth & Power in Renaissance Italy

1. Why did the characteristics that would be called *the Renaissance* first appear in the northern Italian city of Florence?

Wealthy merchants gained political power and used their wealth and power to buy luxuries and hire talent and commission writers and artists to produce specific works. Wealth allowed many people greater material pleasures, a more comfortable life, and leisure time to appreciate and patronize the arts.

2. What new social class developed in 12th century Italy and how did this social class affect the movement toward republican government?

The urban nobility – which was a merger of the northern Italian feudal nobility with the new commercial aristocracy – affected movement toward a republican government by limited representation with requirements for citizenship, such as property, years of residence, and social connections. This kept representation in the hands of the elite, which was greatly resented by the popolo (the disenfranchised and heavily taxed people)

3. How did the Italian city-states contribute to modern diplomacy?

Italian city states established permanent embassies with resident ambassadors in capitals where political relations and commercial tied needed continual monitoring. They also use a pattern of shifting alliances to maintain a basic balance of power between the major city states.

4. What were the short- and long-term effects of the invasion of Italy in 1494?

Short term effects	Long term effects
<ul style="list-style-type: none">* French king Charles VIII overran Florence, Rome, and Naples with little opposition* Medicis were exiled from Florence and a republican government was restored under Savonarola	<ul style="list-style-type: none">* Italy became the focus of international ambitions and the battle ground of foreign armies* Charles heir, Louis XII formed the League of Cambrai with the pope and German emperor Maximilian to strip rich Venich of its mainland possessions (1580)* Pope Leo X called on Spain and Germans to expel French from Italy

Identification: Define and/or explain the significance of each of the following:

Renaissance	<i>A French word meaning “rebirth” used to describe the rebirth of the culture of classical antiquity in Italy during the 14th-16th century in Italy</i>
communes	<i>Sworn associations of free men in northern Italian cities who began to seek political and economic independence from local nobles. Led by merchant guilds that formed communes that built and maintained city walls, regulated trade, collected taxes, and kept civil order. Membership was dependent on property qualifications, years of residence in the city and social connections.</i>
<i>popolo</i>	<i>Common people disenfranchised and heavily taxed who resented their exclusion from power and often used armed force to take over city govts. Usually temporary victories because they couldn’t maintain order.</i>
oligarchy	<i>Government run by a small group of people</i>
<i>signori</i>	<i>Government by one-man rule in Italian cities (also the ruler title) where rule was handed down to the son.</i>
Cesare Borgia	<i>Illegitimate son of Spanish Pope Alexander VI and the hero of “The Prince”</i>
Girolamo Savonarola	<i>Dominican friar (1452-1498) who preached in Florence prior to the invasion of French king Charles VIII and predicted that God would punish Italy for its moral vice and corrupt leadership. He was made the political and religious leader of the new Florentine republic after the French invasion as the Medici dynasty was expelled. He reorganized the government, passed laws against same-sex relations, adultery and drunkenness. Held “bonfires of the vanities” where pagan books, etc. were burned. Eventually excommunicated by the pope and executed. Medici family returned to rule.</i>
French King Charles VIII (r. 1483-1498)	<i>Led the invasion of Italy in 1494 to aid Milan, which asked for his support as Florence and Naples joined together to acquire Milanese territories.</i>
Hapsburg-Valois Wars	<i>A series of conflicts between the Holy Roman Empire and France. Italy became a battle ground after the French invasion in 1494.</i>
Sack of Rome by Charles V – 1537	<i>HRE Charles V, the city was captured. The failure of the city-states to fend off a common foe led to centuries of subjection by outside invaders and would delay Italy’s unification until 1870.</i>

12-2 p.362-366 Intellectual Change

5. What is humanism and what do humanists emphasize?

A program of study designed by the Italians that emphasized the critical study of Latin and Greek literature with the goal of understanding human nature.

6. In what ways was the *secular spirit* evident in 15th century Italian life?

There was an increasing interest in Greek philosophy and Roman literature, as well as an increasing importance given to the accomplishments and potential of the individual – a move away from Christian humility of earlier times.

6b. How did this attitude contrast with the medieval attitudes about life?

The emphasis on individual glory was a stark contrast to Christian humility of earlier times and the notion that life on earth was a preparation for heaven.

Identification: Define and/or explain the significance of each of the following:

Francesco Petrarch (1304-1374)	<i>The father of humanism, he was a Florentine poet and scholar who felt the writers and artists of ancient Rome had reached a level of perfection not seen since and should be emulated. He looked at the past 1000 years as “dark ages” and believed he was witnessing the dawning of a new age. Supported a humanist education studying the Latin classics</i>
individualism	<i>Emphasis on the accomplishments and achievements of the individual genius – a stark contrast of medieval attitudes that would have viewed such recognition as demonstrating a lack of Christian humility. A main aspect of humanist philosophy.</i>
secularism	<i>Refers to the emphasis on the non-religious material here and now world</i>
Leonardo Bruni (1374-1444)	<i>Florentine humanist historian and Florentine city official who linked the decline of the Latin language with the decline of the Roman Republic. He was the first to divide history into three eras of ancient, medieval and modern.</i>
Platonic Academy	<i>Created under the patronage of Cosimo de’ Medici, an informal group of Florence’s cultural elite who met for the lectures of the scholar Marsilio Ficino, who saw Plato as a divinely inspired precursor to Christ.</i>
Pico della Mirandola	<i>Student of Ficino, he believed and wrote that the universe was hierarchy from God down through spiritual beings to material beings, with humanity in the middle. The divinely-inspired nature of man meant there were no limits on what he could accomplish.</i>
virtù	<i>An admired quality of individuals with the ability to shape the world around them according to their will.</i>

Leon Battista Alberti (1404-1472)	<i>Renaissance man from Genoa who excelled in many fields – wrote novels, plays, legal treatises, scientific analysis of perspective, architect, inventor. He believed a woman's role as a wife – household duties, education of children, supervision of servants</i>
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7. In what ways did humanists influence education?

They opened schools and academies in Italian cities and courts where students learned Latin and Greek, philosophy, Roman history and political philosophy. Humanist education became the basis for intermediate and advanced education for well-to-do urban boys and men as schools were established in Florence, Venice, and other Italian cities and later north of the Alps in France, England and the Holy Roman Empire.

7b. Where did women fit into the humanist education ideas?

They were generally excluded, although a few women did become education in the classics.

8. What was the general advice of Castiglione's *The Courtier* (1528)?

The educated man should have a broad background in many academic subjects and should train his spiritual and physical faculties as well as intellect. He should be able to write, sing, dance, speak and write eloquently, etc. The court lady should be well education and be able to play a musical instrument, paint, and dance. Physical beauty, delicacy, etc. were also traits for women.

12-3 p. 367-373 Political thought, Christian Humanism, and the Printed Word

9. What was the main message of *The Prince*?

To preserve the state, a ruler must use whatever means he needs – brutality, lying, manipulation – but should do anything that would make the populace turn against him.

10. In what way did Machiavelli's political ideas expressed in *The Prince* reflect a rejection of Christian values from earlier times? *His advice was in stark contrast to the Christian values of the medieval period. His advice was probably what others thoughts but never would have put down in a published text. The time for Christian humility and virtue was over – it was now a more secular time where desperate times called for desperate actions.*

12. Who were *Christian Humanists* and what did they generally believe?

Northern humanists who interpreted Italian ideas about the attitudes toward classical antiquity and humanism in terms of their own religious traditions. They studied early church writings rather than Greek and Roman writing. The saw this as a way to bring reform to the church and to deepen people's spiritual lives.

10. Discuss Christian humanism by describing the works and ideas of the following:

Author	Major work	Theme
Thomas More <i>English humanist, lawyer 1478-1535</i>	<i>Utopia – 1516 - written perhaps as a critique of his own hierarchical and violent society</i>	<i>Describes Utopia, nowhere, a place where all people received a good education, fair labor and reward, religious toleration, order and reason = Perfection</i>
Desiderius Erasmus <i>Dutch humanist (1466-1536) most popular man in Europe</i>	<i>The Education of a Christian Prince (1504), In Praise of Folly (1509)</i>	<i>Christian Prince – idealistic and practical way to form a ruler's character through study of the Bible and classical authors. Folly – satire poking fun at political, social and religious institutions. Believed education in the Bible and the classics is the key to reform, moral and intellectual improvement</i>

11. How did the invention of moveable type revolutionize European life?

Printing shops became gathering places for people with new ideas, printing gave thousands access to identical books, reached large numbers of people separated by geography who could form a new group consciousness to compete with localized loyalties, propaganda was used by governments, literacy increased among commoners, professional reference material was printed, stories were printed and read to illiterate listeners. Bridging the gap between written and oral cultures.

12-4 p. 373-379 Art and the Artist

12. What influence did the patrons of Italian Renaissance art have on the work produced during the late 14th – 15th centuries?

They contributed to beautification of cities, their homes, their own glorification, the church

13. How was Renaissance art different from medieval art?

Religious topics were still popular, but classical themes and individual portraits became more popular. More realism was portrayed with perspective, lots of classical inspiration,

14. Why do you suppose northern art tended to be more religious than that from Italy?

Farther from the classical past of Greece and Rome so more interested in the Christian past than classical past.

15. How did art reflect the new Renaissance ideals?

Be all that you can be! Renaissance art was a way to show one's success. Individualism was expressed in paintings and with the fame and glory of the artists

Identification: Define and/or explain the significance of each of the following:

Lorenzo de'Medici	<i>Ruler of Florence, his family spent massive amounts of money to beautify Florence, hired Michelangelo for some work</i>
Giotto (1276-1337)	<i>Florentine painter who led the way in the use of realism; treatment of the human body and face was much more realistic than the earlier stiffness and artificiality of earlier times.</i>
Donatello (1386-1466)	<i>Florentine sculptor revived the classical figure in free standing images</i>
Filippo Brunelleschi (1377-1446)	<i>Architect – looked to the classical past for inspiration and designed a hospital for orphans and foundlings in classic style</i>
Jan Van Eyck (1366-1441)	<i>Flemish painter – one of the first to use oil-based paints successfully. Religious scenes and portraits show great realism and attention to human personality</i>
Titian (1490-1576)	<i>Painter from Venice – he produced portraits, religious subjects, and mythological scenes in oil without doing drawings first. Mannerism – style in which artists sometimes distort figures, exaggerate musculature, and heighten color to express emotion and drama more intently</i>
Leonardo daVince	<i>Renaissance man – painter, sculptor, engineer, inventor - genius</i>
Michelangelo	<i>Florentine sculptor and artist – David, Sistine Chapel ceiling – Renaissance man; worked for L. deMedici in Florence</i>

16. Why did the center of art shift from Florence to Rome in the early 16th century? What does this suggest about church? *Wealthy cardinals and popes wanted visual expression of the Church's and their own families' power and piety. It shows that the church, a major patron of the arts, was deeply engaged in the Renaissance patronage of the arts.*

12-5 p. 379-383 Social Hierarchies

17. How were black people in Europe viewed in Renaissance society and why?

Black servants were sought after as exotic and unique; Italian aristocrats had their portraits painted with black page boys to demonstrate their wealth; blacks were in great demand in northern Italy – often used as entertainers in courts; Used as slaves in labor force in Portugal, Spain Italy as farm workers, craftsmen, seamen

18. Complete the chart below about *Renaissance* views regarding the *debate about women*.

Positive traits of Renaissance women	Negative (misogynist) traits
<i>Biblical or classical traits – stayed home, silent; well-kept</i>	<i>Devious, domineering and demanding Not as fit as men to rule</i>

19. Women were generally not treated as equals with men in Renaissance Europe. Give some examples of ways in which this was evident.

Man was the head of the household; women were expected to be married, not financially independent; lower wages than men (about ½ - 2/3 that of men)

12-6 Politics and the State in Western Europe p. 383-387

Charles VII of France, Henry VIII of England, and Ferdinand and Isabella of Spain are all consider **“new monarchs”** because they demonstrated Machiavellian-like attitudes in consolidating their power.

20. What were the obstacles to royal authority faced by the kings of France in the 16th century?

Black Death and 100 Yrs War left France depopulation, commercially reunited, and agriculturally weak. Civil war between Burgundians and Armagnacs, British in Calais

21. How did Charles VII and his successors strengthen the French monarchy?

Reorganized royal council with increased influence to lawyers and bankers, strengthened royal finances by taxes on certain produces and land, established a permanent royal army. Successors used army to control nobles' militias and curb urban independence. Marriage between family and other duchy families also strengthened power, Concordat of Bologna gave pope the right to get income from bishops and abbots (1st year) and king right to appoint church officials (put church under king's control)

22. What devices did Henry VII of England use to check the power of the aristocracy and strengthen the monarchy?

Henry VII distrusted the nobility and bypassed most to use smaller landowners and urban residents as his closest advisors. His son Henry VIII married Ferdinand and Isabella's daughter, Catherine of Aragon, used the Star Chamber to address real or perceived aristocratic threats.

23. What were the achievements of Ferdinand and Isabella in the areas of national power and national expansion?

Their marriage united two royal houses – Castile and Aragon. They curbed aristocratic power by excluding high nobles from royal councils and appointed lesser landowners; got the right to appoint bishops in Spain and the Spanish holdings in America and creating a national church. They added Granada to their empire by driving out the Arabs (Reconquista) and used the Inquisition courts to force Christian solidarity. They also used marriage of their daughter Joanna to the heir of the Burgundian Netherlands.

24. Who were the New Christians (*conversos*) in Spain and why were they ultimately killed or expelled? *They were Jews and Muslims in the Iberian Peninsula who converted to Christianity – often well education and held prominent positions in government, medicine, law, business, but whose conversions were sometimes questioned and were brought before the Inquisition courts to punish those who had been sincere.*

25. Define *anti-Semitism* by referring to attitudes and treatment of Jews in Spain.

14th century anti-Semitism in Spain was aggravated by anti-Jewish preaching, economic dislocation, and the search for a scapegoat during the Black Death. The New Conversos, Jews who had converted, held a disproportionate number of leadership positions and were resented by others. The Inquisition was reestablished to try some, and the purity of blood laws stated that Jews couldn't really convert since it was in the blood. The Reconquista ordered the expelling of all Jews and Muslims in Spain in 1492.

Identification: Define and/or explain the significance of each of the following:

<i>gabelle</i>	<i>Tax on salt imposed to raise money for the French monarchy, revised by Charles VII</i>
<i>taille</i>	<i>Tax on land imposed to raise money for the French monarchy revised by Charles VII</i>
Court of Star Chamber	<i>Court set up by Henry VII and made up of small landowners and urban residents to deal with real or potential aristocratic threats; carried out in secret, accused not allowed to see evidence against them, torture used to extract confessions, reduced aristocratic troublemaking</i>
reconquista	<i>The order of Ferdinand and Isabella to expel all practicing Jews and Muslims from Spain</i>
Inquisition	<i>Religious court established by Ferdinand and Isabella with permission from Pope Sixtus IV in 1478 to try the New Christians who perhaps had not sincerely converted. The concept of "purity of blood" became an issue here that would have great importance later on</i>
Purity of blood	<i>Laws in Spain based on the concept that a person's status as a Jew could not be changed by conversion since it was in the blood and heritable. These Anti-Semitic laws became the basis of noble status and the idea of Jewish blood had consequences later in the concept of race.</i>